Ohio Department of Mental Health and Addiction Services

Early Childhood Mental Health Training Institute

Fiscal Year 2020, 4th Quarter

April 1-June 30

Training Bulletin
OHIO DEPARTMENT OF MENTAL HEALTH
AND ADDICTION SERVICES

WHOLE CHILD MATTERS
EARLY CHILDHOOD MENTAL HEALTH

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MASTER TRAINER’S REPORT
OF
EVIDENCED – BASED PRACTICES
AND
NATIONAL MODELS
QUARTER 4 FISCAL YEAR 2020
April 1 – June 30

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Acknowledgements:
Valerie E. Alloy, Ph.D., Infant Early Childhood Mental Health, Lead Administrator
Maureen S. Black, Ph.D., IECMH Workforce Development Consultant
Meg McTiver, B.S., IECMH Technical Assistance
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Welcome

Welcome to the Ohio Department of Mental Health and Addiction Services (OhioMHAS), Early Childhood Mental Health (ECMH) Training Bulletin. This bulletin contains Ohio Approved Training Conducted through the OhioMHAS, ECMH Training Institute for Ohio’s Early Childhood Mental Health Professionals. Additional information about Ohio’s Early Childhood Mental Health Initiative can be found on the OhioMHAS website at mha.ohio.gov/ecmh.

Infant and Early Childhood Mental Health Overview

Early relationships and experiences at home and in other environments set the stage for how a child learns to manage his or her emotions. The Ohio Department of Mental Health and Addiction Services (OhioMHAS) provides cross-system leadership through its Infant and Early Childhood Mental Health (IECMH) initiative that supports evidence-based training to equip parents and caregivers of young children with the skills to help their children develop into mentally healthy individuals. Parents and teachers who effectively nurture, support and connect with young children, especially those experiencing social or emotional difficulty, can ameliorate future disabling problems.

The IECMH initiative is aimed at promoting healthy social and emotional development (i.e., good mental health) of young children (birth to six years). It focuses on ensuring these children thrive by addressing their behavioral health care needs, which increases their readiness for school and later academic success. This is accomplished by building protective factors in young children’s lives and increasing competencies and skills of parents and early childhood providers. Much of the development and implementation of the Ohio IECMH program has been built upon the research and resources available from the Georgetown University Center for Child and Human Development.

The 2019 EC Systems Conference

Ohio’s 2019 Early Childhood Cross Systems Conference was truly historic. Each of Ohio’s Early Childhood state agencies for the first time partnered to offer a fully integrated systems approach early childhood conference. Each day an agency took the lead and sponsored mental health, disability and health specific sessions. There were cross-systems sessions designed to promote increased collaboration and improved outcomes among all early childhood professionals. In
addition to the keynotes, participants were inspired by remarks from the new state agency leadership and participated in an interactive early childhood Wellness Fair.

The sponsoring state agencies were the Ohio Department of Mental Health and Addiction Services, Ohio Department of Developmental Disabilities, Ohio Department of Health, Ohio Department of Medicaid, Ohio Department of Jobs and Family Services and the Ohio Department of Education.

https://mha.ohio.gov/Schools-and-Communities/Educators/Early-Childhood-Mental-Health/Conferences

**Whole Child Matters: Early Childhood Mental Health Initiative and Ohio Preschool Expulsion Prevention Partnership**

The foundations of sound mental health are built early in life. State grants to regional providers enable counselors to work with teachers, staff and families of at-risk children in preschools and other early learning settings. The Whole Child Matters initiative promotes a strong mental health foundation for children to reduce pre-school and kindergarten expulsions. Services include on-site interventions and child/family-focused assistance to parents, teachers and staff. The map below (pg.5) indicates the providers service delivery counties or regions. Call the Ohio Preschool Expulsion Prevention Partnership at 1-844-678-ABCs (2227) to find a provider in your county.

**Ohio’s Early Childhood Mental Health Training Institute**

Ohio’s ECMH Training Institute is designed to share best practices with the field and provide professional development early childhood mental health (ECMH) professionals seeking the Ohio ECMH Credential. The purpose and goal of the training institute is to prepare ECMH professionals to deliver quality service to early learning centers and families; and to ensure providers have competency in the 6 domains of ECMH: Social and Emotional Growth and Development, Family and Community Relations, Assessment, Interventions, Professional Development, Cultural and Linguistic Competency.

**Ohio’s Early Childhood Mental Health Training Institute Training Team**

The Ohio Department of Mental Health and Addiction Services (OhioMHAS) serves as the sponsoring body for the Infant Early Childhood Mental Health (IECMH) Credentials. OhioMHAS is a partner agency in Governor DeWine’s Children’s Initiative. The Ohio Child Care Resource and Referral Association (OCCARRA) manages the IECMH provider’s profile, processes applications for all Ohio’s early childhood credentials through the Ohio Professional Registry and hosts Ohio Approved (OA) Training data.
Master Trainers

The Master Trainer Role

Ohio Department of Mental Health and Addiction Services Bureau of Children, Youth and Families provides funding for up to seven master trainers to provide statewide training and technical assistance to infant and early childhood mental health counselors and consultants. The goal is to get the “right care, to the right children, at the right time” early enough to make the difference in their education and future success by deploying Ohio’s experts in infant and early childhood mental health to reduce and eliminate preschool to kindergarten expulsions. The position is designed to increase capacity of Infant and Early Childhood Mental Health Professionals statewide to provide rapid response to early learning settings when parents, teachers or program directors have a need for help to stabilize a student’s emotional or behavioral classroom adjustment.

Whole Child Matters Regional Training Collaboration Map

In response to COVID 19 most professional development and training is being converted to web-based content. Please check the OPR for these evolving updates.
Meet the Master Trainers

Lynn Belhorn, B.S., Nationwide Children’s Hospital. Lynn is employed by Nationwide Children’s hospital, Columbus as a regional Master Trainer, serving 17 counties in the Central Ohio area through the Whole Child Matters Grant. She has 35+ years of experience in a variety of public and private settings, providing early childhood education and community prevention services in early childhood mental health. Lynn’s work has included direct services with toddlers through school-aged children, supervision, coordination and program administration.

Misty Cole, MSW, LSW, Hopewell Health Centers Inc. Misty is a Regional Early Childhood Mental Health Master Trainer and Training Coordinator with Early Childhood Programs at Hopewell Health Centers in Athens, Ohio. She has worked in early childhood for over twenty years. Misty provides professional development opportunities for families, early learning professionals, and community members in 18 Southeastern Ohio counties. Misty is particularly interested in the topics of trauma and implicit bias but provides training on a multitude of other topics. She has been a master trainer for three years and has Ohio’s Early Childhood Mental Health Credential.

James (Jim) Flynn, MSSA, LISW-S, Positive Education Program. Jim has a master’s degree in Social Service Administration from Case Western Reserve University. He also possesses the ECMH Credential in Ohio. Jim has been in the field of mental health since 1990 and has worked as a mental health therapist, clinical supervisor, program coordinator and classroom consultant. For the past 6 years he has enjoyed his position as Master Trainer for the State of Ohio and has worked exclusively in the field of Early Childhood Mental Health since 2002. Jim is employed by the Positive Education Program in Cleveland, Ohio.
Meet the Master Trainers Cont’d.

Marci Masters, BSAS, EMCH, OPCSA, Alta Care Group. After graduating Youngstown State University with degrees in Education, prekindergarten teaching, and Family Studies and Psychology. Marci began working in the early childhood mental health field as an Early Childhood Mental Health Consultant. This includes working with children, their families, and the early care and education professionals with a focus on adult resiliency and building capacity in order to enhance children’s social, emotional, and behavioral health. She is currently a Master Trainer under the Whole Child Matters Initiative through OhioMHAS, whereby she provides social, emotional, and behavioral trainings to early childhood staff, early childhood mental health staff, and parents of young children.

Kelly Pack, MSW, LISW-S, Nationwide Children’s Hospital. Kelly is a Regional Early Childhood Mental Health Master Trainer. She holds an Early Childhood Mental Health credential and provides Early Childhood Mental Health training topics covering the Central Region of the State encompassing a 16-county area.

Rachael Theis, B.S., Crossroads. Rachael is a credentialed Early Childhood Mental Health Consultant and Master Trainer with Children’s Resource Center in Bowling Green, OH. She moved into the mental health field as a consultant in 2008 and has been assisting teachers in the Northwest Region of the state by providing professional training in Early Childhood Social and Emotional Development.
ECMH Training Institute

Training Descriptions

1. CHALLENGING BEHAVIOR
   Teachers will learn strategies for effective behavioral planning for individual children and for groups of children defining challenging behavior and understanding the underlying reasons. Using self, child relationships, the environment and positive behavioral interventions. In addition, teachers will learn to become more effective in prevention and intervention strategies with children exhibiting challenging behaviors.

2. CONSCIOUS DISCIPLINE
   In this training you will learn about Conscious Discipline, which is a social emotional curriculum created by Dr. Becky Bailey. You will learn about what it means to make your classroom "brain smart". Participants will learn about the 7 skills and the 7 powers of conscious discipline program and the classroom structures that accompany those skills and powers.

3. DECA
   The Devereux Early Childhood Assessment Program for Infants and Toddlers (DECA I/T) and the DECA for is strength-based and designed to promote the protective factors central to social and emotional health and resilience in our youngest children. The program offers a systematic approach to understanding, assessing, summarizing and planning to support children’s social and emotional growth.

4. EARLY LEARNING DEVELOPMENT STANDARDS (EDLS) PREK SOCIAL AND EMOTIONAL DEVELOPMENT LEVEL 2
   This module is an introduction to social and emotional development and learning during the preschool years, ages 3-5, and is aligned to Ohio’s Early Learning and Development Standards in the Social Emotional domain. This level II training is for direct service early childhood teachers and professionals to introduce and explore the ELDS content and offer teaching strategies for supporting development in this domain. It includes the use of the curriculum planning cycle.

5. FLIP IT!
   FLIP IT is a four-step process rooted in developing emotional awareness in order to increase emotional control and reduce challenging behaviors in children ages 3-8. FLIP IT can be used with multiple children at the same time during minor challenges throughout a day or used as a targeted intervention that can support the emotional growth of a child displaying specific behavior concerns.
6. THE OHIO MODEL OF INFANT EARLY CHILDHOOD MENTAL HEALTH CONSULTATION
This professional development opportunity helps define “effective” early childhood mental health consultation (IECMHC) and identify the qualifications, skills and characteristics of effective IECMH consultation. Participants will also discuss roles and responsibilities while defining core components of effective consultation programs. The phases of establishing mental health consultation within a program will be identified and issues related to cultural competence in IECMHC will also be discussed.

7. TOXIC STRESS TO SAFE ZONE
Early experiences of trauma have impact across the lifespan. Part one (1) of this series will explore the effect on child development and navigate responding to trauma's influence on behavior. Part two (2) of the series will focus on becoming trauma informed early learning professionals, diving into trauma's impact on parents and professionals and how a trauma informed approach can create safety in the early learning setting. Part three (3) of this series aims to help early learning settings become trauma informed in their approach to care. Not only will we explore SAMHSA's 10 domains for assessing trauma informed practice, we will develop a plan for expanding trauma informed practice in at least one of the domains in each of our settings.

8. CREATING TEAMWORK AND MOTIVATION
Participants will learn the definition of a work team and how it differs from a work group in this workshop. Through interactive activities, small and large group activities, and written exercises, participants will learn the importance of supporting the leader. Participants will become aware of the concept of hidden agreements, the strategies to become a better team player, and the strategies to take care of one’s own self. This training is 2.5 hours.

9. RECOGNIZING AND RESPECTING INDIVIDUAL DIFFERENCES
Participants will deepen their knowledge, through lecture, video, and participation of how culture and temperament can affect their perceptions, children in their care and the families of those children in large and small group activities. Participants will develop an appreciation for the child as an individual with his/her own strengths, needs, and unique characteristics. This training is 2.5 hours.

10. PRESCRIPTIONS FOR PREVENTING POWER STRUGGLES
Participants will learn the four goals of children’s misbehavior and focus on the goal of power in this workshop. Through lecture, video, small and large group activities, and role plays, participants will learn strategies to prevent power struggles in the classroom. Participants will be introduced to a script to
use for disengaging from power struggles while shifting the struggle into an opportunity to learn conflict management skills. This training is 2.5 hours.

11. National Association for the Education of Young Children (NAEYC) CODE OF ETHICS (not OA)

Through lecture, written exercises and participation in large and small group activities, participants will be introduced to the NAEYC Code of Ethics for Early Childhood Professionals. The differences between a profession and a job will be presented. Beliefs and values that affect professional decisions will be examined. Participants will be presented with ethical dilemmas and will use the NAEYC Code as a basis for decision making. This training is 2.5 hours.

12. AN OVERVIEW OF CONSCIOUS DISCIPLINE

Through lecture, power point, video and small and large group activities, participants will learn about how the brain functions and its impact on behavior. The seven skills and powers of Conscious Discipline will be presented. Participants will learn the basics of Dr. Becky Bailey’s Conscious Discipline program, a comprehensive classroom management program that builds emotional intelligence in teachers first and in children, second. This training is 2.5 hours.

13. CONSCIOUS DISCIPLINE: COMPOSURE AND ENCOURAGEMENT (Part one (1) in a four-part series)

Through lecture, power point, video, large and small group activities and written exercises, participants will learn the first and second skills of Conscious Discipline. Participants will learn the skill of composure (being the person you want others to become) and the power of perception (no one can make you angry). The classroom structure called “Safe Space” be presented. Participants will learn the skill of encouragement (building the school family) and the power of unity (we are all in this together). The classroom structures of “job board” and “kindness counter” will be presented. This training is 2.5 hours.

14. CONSCIOUS DISCIPLINE: ASSERTIVENESS AND CHOICES (Part two (2) in a four-part series)

Through lecture, power point, video, large and small group activities and written exercises, participants learn the third and fourth skill of Conscious Discipline. Participants will learn the skill of assertiveness (setting limits and getting your voice heard) and the power of attention (what you focus on you get more of). The classroom structure, a script that supports the skill, will be presented. Participants will learn the skill of choices (building self-esteem and will power) and the power of free will (the only person you can make change
is yourself). The classroom structure called “picture rule cards”, that support the skill, will be presented. This training is 2.5 hours.

15. CONSCIOUS DISCIPLINE: POSITIVE INTENT AND EMPATHY (Part three (3) in a four-part series)
Through lecture, power point, video, large and small group activities and written exercises, participants will learn the fifth and sixth skill of Conscious Discipline. Participants will learn the skill of positive intent (seeing the best in others) and the power of love (helping children take responsibility for poor choices). The classroom structure, a conflict management script that supports the skill, will be presented. Participants will learn the skill of empathy (moving from acting out emotions from the lower centers of the brain to the higher centers of the brain) and the power of acceptance (seeing the moment is as it is). Participants will learn ways to help children take ownership of their upset feelings, while learning how to handle fits, tantrums and emotional upsets. This training is 2.5 hours.

16. CONSCIOUS DISCIPLINE: CONSEQUENCES AND THE SCHOOL FAMILY (Part four (4) in a four-part series)
Through lecture, power point, video, large and small group activities and written exercise, participants will learn the seventh skill of Conscious Discipline and how to create a school family. Participants will learn how to deliver effective consequences (turning problems into solutions) and the power of intention and the definition of three types of consequences. Strategies for conducting class meetings to resolve problems peacefully and effectively will be presented. Participants will learn how to use the family as a metaphor when designing a learning environment. Specific strategies for creating a positive school climate, that increases emotional intelligence and decreases disruptions, will be presented. This training is 2.5 hours.

17. CONSCIOUS DISCIPLINE ONE DAY INTENSIVE
This training is for people who have attended the four-part series and feel that they need a booster or review. We review the four brain smart principles and the seven powers and skills of Conscious Discipline. We discuss any problems that participants might be having with implementation of the structures and principles. We also talk about how, ideally, conscious discipline needs to be practiced at an administrative and organizational level and the ways to make that happen.

18. STRESS MANAGEMENT FOR THE CARING PROFESSIONAL
Through lecture, video, power point and small and large group activities, participants will be able to identify the stress cycle and its impact on the learning process. Participants will be able to identify personal stressors and strategies to stop the cycle with the goal of increasing personal effectiveness.
Emphasis will be on planning to address personal and professional needs that have not been met due to over focus on the needs of others. This training is 2.5 hours.

19. STRESS MANAGEMENT FOR MANAGERS
We will examine in this training, the causes of stress and the effects of stress on the body, the brain and the organization. Participants will be exposed to a variety of stress management techniques which they can practice themselves and teach to staff. We will talk about organizational stress and the manager’s role in preventing and managing organizational stress. A brief explanation of the Sanctuary Model for managing organizational stress will be introduced. This training is 2.5 hours.

20. WHERE THE BOYS ARE VERSION 2.0
Through lecture, power point, video and small and large group activities, participants will learn how to structure their classroom to meet the psychological, social, emotional, physical and academic needs of boys. Participants will learn about gunplay and violence in the fantasy lives of boys. This training is 3 hours.

21. EMOTIONAL AND SOCIAL SAFETY IN THE WORKPLACE
Participants will be exposed to the facets of what structures and beliefs need to exist for a workplace to be socially and emotionally safe. Topics such as gossip, sustainable workloads, building a sense of community and an overview of the Sanctuary Trauma model are presented. This training is 2.5 hours.

22. EARLY LEARNING DEVELOPMENT STANDARDS (ELDS) OVERVIEW
This training is a Level One training that is required before you can register for any of the Level 2 or 3 ELDS training modules. In this training you will learn about the new standards as well as the history and research behind the standards. This training is 3 hours.

23. EARLY LEARNING DEVELOPMENT STANDARDS (ELDS) LEVEL 2 SOCIAL EMOTIONAL DEVELOPMENT FOR INFANT AND TODDLERS OR PRESCHOOLERS
Participants will learn about the domain of social emotional development within the early learning development standards in this Training. You can choose to have the training to target preschool or infant/toddler population. The strands and topics within the domain of the standard and how to apply them to one’s curriculum will be presented. This 6-hour training is presented in two (2) three-hour modules and with a small homework assignment between classes.
24. EARLY LEARNING DEVELOPMENT STANDARDS (ELDS) LEVEL 3 SOCIAL EMOTIONAL DEVELOPMENT FOR INFANT AND TODDLERS OR PRESCHOOLERS
Content covers the same topics as the Level 2 training; however, the training is targeted for administrators, directors and lead teachers. The content delves more deeply into the topic. This 6-hour training is presented in 2 three-hour modules and there is a small homework assignment between classes.

25. EARLY LEARNING DEVELOPMENT STANDARDS (ELDS) LEVEL 2 APPROACHES TOWARD LEARNING FOR INFANTS AND TODDLERS OR PRESCHOOLERS
In this training, you will learn about the domain of Approaches Toward Learning within the Early Learning Development Standards. You can choose to have the training to target preschool or infant/toddler populations. You will learn about the standards and topics within the domain of the standard and how to apply them to your curriculum. This 6-hour training is presented in 2 three-hour modules and there is a small homework assignment between classes.

26. EARLY LEARNING DEVELOPMENT STANDARDS (ELDS) LEVEL 3 APPROACHES TOWARD LEARNING FOR INFANTS AND TODDLER OR PRESCHOOLERS
The covers the same topics as the Level 2 training however the training is targeted for administrators, directors and lead teachers. The content delves more deeply into the topic. This 6-hour training is presented in 2 three-hour modules and there is a small homework assignment between classes.

27. DECA TWO DAY IMPLEMENTATION TRAINING (not OA)
This training is available to mental health professionals only. Participants will be introduced to the Devereux Early Childhood Assessment (DECA) tools for Infants, Toddlers and Preschoolers. They will learn about resilience theory, why the instrument was developed and how the instrument can be used to enhance classroom environments through planning with teachers and family members. Participants will be taken through the 5-step assessment and intervention process. (13 hours)

28. THE OHIO MODEL OF INFANT AND EARLY CHILDHOOD MENTAL CONSULTATION
This training is available to mental health professionals only. Participants will be introduced to the Ohio Model for Infant and Early Childhood Mental Health Consultation. Topics covered include defining infant early childhood mental health consultation model, the effective mental health consultant, the qualifications of a mental health consultant, the cultural competence of the consultant, providing supervision for the consultant and methods for building relationships with caregivers and teachers. We also discuss the importance of evaluating an agency’s current model of consultation on an ongoing basis and the need for outcome evaluation. (6.5 hours)
29. TRAUMA SERIES PART ONE (1): TOXIC STRESS TO SAFE ZONE
   Early experiences of trauma have an effect across the lifespan. Part one of this
   series will explore the effect on child development and navigate responding to
   trauma’s influence on behavior. (3 hours)

30. TRAUMA SERIES PART TWO (2): BECOMING A TRAUMA INFORMED EARLY LEARNING
    PROFESSIONAL
   Adult resiliency is key when supporting young children. Participants will
   understand how our own resiliency impacts our ability to support young
   children, learn strategies to promote resiliency in early learning professionals
   and learn how to create a trauma informed early learning setting using trauma
   informed perspective and strategies. (3 hours)

31. TRAUMA INFORMED EARLY LEARNING SETTINGS
   This professional development opportunity encourages participants’
   examination of their own early learning environments. The information
   provided on trauma informed early learning settings will be followed by
   “hands on” group activities that were specifically added as a way for
   participants to look at environments and make informed decisions about areas
   that can be improved. (3 hours)

32. TRAUMA INFORMED FAMILY ENGAGEMENT
   Participants will identify the six guiding principles to trauma informed care, the
   importance of family engagement as well as strategies for the implementation
   of trauma informed family engagement practices. Participants will also identify
   the positive impact trauma informed family engagement has on families,
   children, and communities.

33. CHALLENGING BEHAVIOR SERIES (Parts 1-4)
   This series of four sessions will discuss a common definition of challenging
   behavior. We will explore the contrast between developmentally appropriate
   behavior and deviations from typical development. Factors contributing to
   challenging behaviors will be explored. Elements of prevention, intervention
   and a development of tools for supporting and communicating with families
   and early learning professionals through the intervention process will be
   discussed. Upon completion of this 4-part series, participants will be able to
   identify, prevent, intervene and develop a behavior plan to address
   challenging behavior in children.
   i. Part One-Overview of challenging behaviors (2.5 hours)
   ii. Part Two-Preventing challenging behaviors (2.5 hours)
   iii. Part Three-Responding appropriately to challenging behaviors (2.5
       hours)
   iv. Part Four-Interventions for challenging behaviors (2.5 hours)
<table>
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<td>Greif and Loss: Preschoolers and Their Caregivers</td>
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<td>Kelly Pack</td>
<td>Action for Children</td>
<td>Columbus</td>
<td></td>
</tr>
<tr>
<td>6/4/20</td>
<td>9:00 AM</td>
<td>Sensory Systems, Self Regulation and Preschoolers</td>
<td>Kelly Pack</td>
<td>Action for Children</td>
<td>Columbus</td>
<td></td>
</tr>
<tr>
<td>6/29/20</td>
<td>12:00 PM</td>
<td>Supporting Resilience and Mental Wellness for Early Learning Professionals</td>
<td>Kelly Pack</td>
<td>Action for Children</td>
<td>Columbus</td>
<td></td>
</tr>
<tr>
<td>4/2/20</td>
<td>10:00 AM</td>
<td>Toxic Stress to Safe Zone Part One</td>
<td>Lynn Belhorn</td>
<td>Gahanna Library</td>
<td>Gahanna</td>
<td></td>
</tr>
<tr>
<td>4/4/20</td>
<td>9:00 AM</td>
<td>Understanding the Power Play</td>
<td>Lynn Belhorn</td>
<td>Willis Education Center</td>
<td>Delaware</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Event Description</td>
<td>Speaker</td>
<td>Venue</td>
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<tr>
<td>4/15/20</td>
<td>9:30 AM</td>
<td>Toxic Stress to Safe Zone Part One</td>
<td>Lynn Belhorn</td>
<td>Marysville Public Library</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/16/20</td>
<td>10:00 AM</td>
<td>Part 2: Becoming a Trauma Informed Early Learning Professional</td>
<td>Lynn Belhorn</td>
<td>Gahanna Library</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/20/20</td>
<td>12:30 PM</td>
<td>Understanding Ourselves and Others Behaviors Part 1</td>
<td>Lynn Belhorn</td>
<td>Licking County Main Library</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/23/20</td>
<td>10:30 AM</td>
<td>Part 2: Becoming a Trauma Informed Early Learning Professional</td>
<td>Lynn Belhorn</td>
<td>Pickaway County Library</td>
<td></td>
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<tr>
<td>4/24/20</td>
<td>10:00 AM</td>
<td>Prescriptions for Preventing Power Struggle</td>
<td>Lynn Belhorn</td>
<td>Action for Children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/27/20</td>
<td>9:30 AM</td>
<td>Bridging the Generation Gap</td>
<td>Lynn Belhorn</td>
<td>Dublin Public Library</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/28/20</td>
<td>6:00 PM</td>
<td>Encouraging the Encourager</td>
<td>Lynn Belhorn</td>
<td>Sanderson Early Learning Center</td>
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<tr>
<td>4/29/20</td>
<td>1:00 PM</td>
<td>Part 2 Becoming a Trauma Informed ELP</td>
<td>Lynn Belhorn</td>
<td>Action for Children</td>
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<tr>
<td>4/30/20</td>
<td>12:30 PM</td>
<td>Understanding Ourselves and Others Behaviors Part 2</td>
<td>Lynn Belhorn</td>
<td>Licking County Main Library</td>
<td></td>
<td></td>
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<tr>
<td>5/4/20</td>
<td>9:30 AM</td>
<td>Part 2: Becoming a Trauma Informed Early Learning Professional</td>
<td>Lynn Belhorn</td>
<td>Marysville Public Library</td>
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<tr>
<td>5/8/20</td>
<td>9:00 AM</td>
<td>Understanding Ourselves and Others Behaviors Part 1</td>
<td>Lynn Belhorn</td>
<td>Action for Children</td>
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<tr>
<td>Date</td>
<td>Time</td>
<td>Title</td>
<td>Instructor</td>
<td>Company/Agency</td>
<td>Location</td>
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<tr>
<td>5/22/20</td>
<td>9:00 AM</td>
<td>Understanding Ourselves and Others Behaviors Part 1</td>
<td>Lynn</td>
<td>Action for Children</td>
<td>Columbus</td>
<td></td>
</tr>
<tr>
<td>6/24/20</td>
<td>4:30 PM</td>
<td>Bridging the Generation Gap</td>
<td>Lynn</td>
<td>Action for Children</td>
<td>Columbus</td>
<td></td>
</tr>
<tr>
<td>4/2/20</td>
<td>4/3/20</td>
<td>9:00 AM DECA</td>
<td>Racheal</td>
<td>Wood County ESC</td>
<td>Bowling Green</td>
<td></td>
</tr>
<tr>
<td>4/16/20</td>
<td>4/17/20</td>
<td>9:00 AM The Ohio Model of Infant and Early Childhood Mental Health Consultation</td>
<td>Racheal</td>
<td>Green County ESC</td>
<td>Yellow Springs</td>
<td></td>
</tr>
<tr>
<td>4/27/20</td>
<td>4/28/20</td>
<td>9:00 AM The Ohio Model of Infant and Early Childhood Mental Health Consultation</td>
<td>Racheal</td>
<td>Summit County</td>
<td>Akron</td>
<td></td>
</tr>
<tr>
<td>5/27/20</td>
<td>9:00 AM</td>
<td>Cultural and Linguistic Humility</td>
<td>Racheal</td>
<td>Brightside Academy</td>
<td>Toledo</td>
<td></td>
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<tr>
<td>5/28/20</td>
<td>9:00 AM</td>
<td>Where the Boys Are 2.0</td>
<td>Racheal</td>
<td>Brightside Academy</td>
<td>Toledo</td>
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<td>6/25/20</td>
<td>6/26/20</td>
<td>School SUCCESS Conference</td>
<td>Racheal</td>
<td>TBD</td>
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<tr>
<td>6/29/20</td>
<td>9:00 AM</td>
<td>Bridging the Generation Gap</td>
<td>Racheal</td>
<td>OPC Conference</td>
<td>Columbus</td>
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<tr>
<td>6/30/20</td>
<td>9:00 AM</td>
<td>Bridging the Generation Gap</td>
<td>Racheal</td>
<td>OPC Conference</td>
<td>Columbus</td>
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<tr>
<td>4/7/20</td>
<td>9:00 AM</td>
<td>Child Adult Relationship Enhancement (CARE)</td>
<td>Misty</td>
<td>Athens Community Center</td>
<td>Athens</td>
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<tr>
<td>4/14/20</td>
<td>9:00 AM</td>
<td>Child Abuse Initial and Refresher</td>
<td>Misty</td>
<td>SST12</td>
<td>Byesville</td>
<td></td>
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<tr>
<td>4/14/20</td>
<td>9:00 AM</td>
<td>Child Abuse Refresher</td>
<td>Misty</td>
<td>SST12</td>
<td>Byesville</td>
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<tr>
<td>4/17/20</td>
<td>9:00 AM</td>
<td>Creating a Trauma Sensitive Early Learning Environment</td>
<td>Misty</td>
<td>Ross Pike ESD</td>
<td>Chillicothe</td>
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<tr>
<td>Date/Time</td>
<td>Event Description</td>
<td>Speakers</td>
<td>Location</td>
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<tr>
<td>5/5/20 9:00 AM</td>
<td>DECA (Day One)</td>
<td>Misty Cole</td>
<td>Athens Community Center</td>
<td>Athens</td>
<td></td>
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<tr>
<td>5/6/20 9:00 AM</td>
<td>DECA (Day Two)</td>
<td>Misty Cole</td>
<td>Athens Community Center</td>
<td>Athens</td>
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<tr>
<td>4/2/20 6:00 PM</td>
<td>Responding Appropriately to Challenging Behaviors</td>
<td>Marci Masters</td>
<td>Louisville Church of Christ</td>
<td>Louisville</td>
<td></td>
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<tr>
<td>4/3/20 9:00 AM</td>
<td>Part 2: Becoming a Trauma Informed Early Learning Professional</td>
<td>Marci Masters</td>
<td>Alta Behavioral Healthcare</td>
<td>Youngstown</td>
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<tr>
<td>4/9/20 6:00 PM</td>
<td>Interventions for Challenging Behavior Part 4</td>
<td>Marci Masters</td>
<td>Louisville Church of Christ</td>
<td>Louisville</td>
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<tr>
<td>4/10/20</td>
<td>Prescriptions for Preventing Power Struggles</td>
<td>Marci Masters</td>
<td>Alta Behavioral Healthcare</td>
<td>Youngstown</td>
<td></td>
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<tr>
<td>4/12/20 9:00 AM</td>
<td>Flip It! Overview and Four Steps Strategy</td>
<td>Marci Masters</td>
<td>Early Childhood Resource Center</td>
<td>Canton</td>
<td></td>
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</tr>
<tr>
<td>5/7/20 5/14/20 6:00 PM</td>
<td>Cultural and Linguistic Humility</td>
<td>Marci Masters</td>
<td>Fairhaven Schools</td>
<td>Niles</td>
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</tbody>
</table>

**Ohio Professional Registry**

The Ohio Professional Registry is a centralized information system for early childhood and afterschool professionals. Ohio’s web-based professional registry allows professionals to document and track their career growth and accomplishments as well as to search and register for training opportunities offered statewide.

OCCRRA also coordinates the Early Childhood Mental Health and Ohio Infant Mental Health Credentials process, as well as the “Ohio Approved” process for professional development offerings and instructors to ensure early care and education and afterschool professionals receive high-quality professional development to maximize the learning and development of children in their care. Visit your Registry profile to apply to be an Ohio Approved Instructor, create a Training Organization, and submit professional development for Ohio Approval.

**Get Started**

Get Started To get started, create a profile, upload your supporting documents and be recognized for your experience, education, credentials and training in the Ohio Professional Registry. Follow the new user guide to learn how to document your
employment, education and training to fulfill Ohio’s Early Childhood Mental Health and Infant Mental Health credentialing requirements.

**Infant and Early Childhood Mental Health Consultant Credential**

The Infant and Early Childhood Mental Health Consultation (IECMHC) Program objectives are to build protective factors in young children, increase skills of parents and promote the competencies of early childhood providers, especially for children ages birth to six years who are at risk for abuse, neglect and poor social and emotional health. IECMHC targets the healthy social and emotional development of all young children in Ohio to ensure they thrive and achieve success in school.

Consultation requires practitioners to have formal preparations, certifications and licensure in children’s mental health and experience working with young children and their families.

Since 2000, Ohio has recommended that IECMH practitioners be licensed mental health professionals. Everyone applying for an IECMH Credential will need to complete a personal profile in the Ohio Child Care Resources and Referral Association’s (OCCRRA) Professional Development Registry. If already completed, you would not have to reenter for the credential. You will need your OPIN number and to have met the Core Competencies course requirements.

**Ohio Infant Mental Health (OIMH) Credential - Established March 2020**

The launch of the Ohio Infant Mental Health (OIMH) Credential expands our formalized specialization and certification of the IECMH professions in Ohio. The overarching purpose of this OIMH credential is endorsed by the Governor’s Office to achieve the Goal of implementing a set of nationally recognized skills and core competencies that will be developmentally appropriate and anchored in relationship-based practices that support the needs of infants and caregivers to reach their greatest wellness.

The Three (3) OIMH Credential Levels are Ohio Infant Family Affiliate Level I (OIFA-I) Ohio Infant Family Practitioner Level II (OIFP-II) Ohio Infant Mental Health Practitioner Level III (OIMHP - III). Every early childhood system partner including providers of child care, early learning and education, home visiting, early intervention, maternal health, and infant and early childhood mental health plays a key role in the achievement of good infant/caregiver outcomes. Ohio recognizes the need for early childhood system professionals to have specialized skills and training while working with Ohio’s pregnant women, infants, and toddlers. As such, the Ohio Infant Mental Health Credential is accessible to all Ohio early childhood professionals and is leveled to the right scope of practice for each service-delivery system partner.

https://mha.ohio.gov/Schools-and-Communities/Educators/Early-Childhood-Mental-Health/Infant-Mental-Health-Credential
Maintaining Your Record
Maintaining your Record Whenever you complete training, acquire education and credentials, or if you change employment, update your professional profile as soon as possible. Be sure to upload required documentation for verification after changes are made.

Contact the Registry  https://occrra.org/our-resources-page/
• Phone: (614) 396-5959 • Toll-free: (877) 547-6978 • Email: credential@occrra.org

Whole Child Matters Partner Agencies
Ohio Partnership to Prevent Preschool Expulsion Hotline: 1-844-678-2227

Adelante
520 Broadway St.
Toledo, OH 43604
419-244-8440
https://www.adelantetoledo.org/
Counties Served: Lucas

Alcohol, Drug Addiction & Mental Health Services Board of Cuyahoga County
2012 W. 25th Street, 6th Floor
Cleveland, OH 44113
216-241-3400
http://www.adamhscc.org/
Counties served: Cuyahoga Lorain, Summit

Alta Behavioral Healthcare (formerly D&E Counseling Centers)
711 Belmont Avenue
Youngstown, Ohio 44502
330-7936-2487 ext. 244
http://www.altacaregroup.org/
Counties served: Columbiana, Mahoning, Trumbull

Applewood
22001 Fairmount Boulevard
Shaker Heights, OH 44118
216-696-5800
http://www.applewoodcenters.org/
Counties served: Cuyahoga

Bay Shore Counseling Services
1634 Sycamore Lane
Sandusky, Ohio 44870
http://www.bayshorecs.org/
Counties served: Erie, Ottawa, Huron
**Beech Brook**  
3737 Lander Rd  
Cleveland, OH 44124  
216-831-2255  
[https://www.beechbrook.org/](https://www.beechbrook.org/)  
Counties served: Cuyahoga

**Catalyst Life Services**  
741 Scholl Road  
Mansfield, OH 44907  
419-756-1133  
[www.catalystlifeservices.org](http://www.catalystlifeservices.org)  
Counties served: Richland

**Catholic Charities Diocese of Cleveland**  
7911 Detroit Avenue  
Cleveland, OH 44102  
216-334-2900  
[https://ccdocle.org/](https://ccdocle.org/)  
Counties served: Cuyahoga

**Catholic Charities of Geauga County**  
602 South Street Suite D1  
Chardon, Ohio 44024  
[http://ccdocle.org/](http://ccdocle.org/)  
Counties served: Geauga

**Catholic Charities of Southwestern Ohio (bilingual services)**  
1910 Fairgrove Ave., Suite B  
Hamilton, Ohio 45011  
[https://ccswoh.org/services/families/early-childhood-counseling/](https://ccswoh.org/services/families/early-childhood-counseling/)  
Counties served: Butler

**Child & Adolescent Behavioral Health**  
4641 Fulton Drive NW  
Canton, Ohio 44718  
330-433-6075  
Counties served: Ashland, Belmont, Carroll, Harrison, Holmes, Jefferson, Monroe, Portage, Stark, Tuscarawas, Wayne
**Child Focus**  
551 Cincinnati-Batavia Pike  
Cincinnati, Ohio 45244  
513-752-1555  
http://www.child-focus.org  
Counties served: Adams, Brown, Clermont, Clinton, Hamilton, Highland and Warren

**Child Guidance & Family Solutions**  
18 N. Forge Street  
Akron, Ohio 44304  
330-762-0591  
https://www.cgfs.org  
County served: Medina

**Children’s Resource Center**  
1045 Klotz Road  
Bowling Green, Ohio 43402  
419-352-7588  
www.crcwoodcounty.org  
Counties served: Allen, Auglaize, Defiance, Fulton, Henry, Putnam, Mercer, Williams, Wood, Van Wert

**Cleveland Rape Crisis Center**  
1228 Euclid Avenue, Suite 200  
Cleveland, OH 44115  
216-619-6194  
https://clevelandrapecrisis.org/  
Counties served: Cuyahoga

**Council on Child Abuse of Southwest Ohio**  
4531 Reading Road  
Cincinnati, OH 45229  
513-684-7976  
http://www.cocachild.org/  
Counties served: Hamilton

**Crossroads Early Childhood Services**  
1083 Mentor Ave.  
Painesville, Ohio 44077  
440-358-7370  
Counties served: Ashtabula, Lake
Crossroads Lake County Adolescent Counseling Service
8445 Munson Road
Mentor, OH 44060
440-255-1700
http://www.crossroads-lake.org
Counties served: Lake

Erie-Ottawa Alcohol Drug Addiction & Mental Health Services Board
1634 Sycamore Lane
Sandusky, Ohio 44870
http://www.bayshorecs.org/
Counties served: Erie, Ottawa

Family Resource Center of Northwest Ohio, Inc.
1941 Carlin St.
Findlay, Ohio 45840
419-422-8616
http://www.frcohio.com/
Counties served: Hancock

Greene County Educational Service Center
360 East Enon Road
Yellow Springs, Ohio 45387
937-767-1303 ext. 123
http://greeneesc.org/our-services/mental-health/ecmh.html
Counties served: Greene, Darke, Selby, Logan, Miami, Champaign, Preble

Hancock County Board of ADAMHS
438 Carnahan Ave.
Findlay, OH 45840
419-424-1985
https://www.yourpathtohealth.org/
Counties served: Handcock

Harbor Behavioral Health
6629 West Central Avenue
Toledo, OH 43617
419-517-1070
https://harbor.org/
Counties served: Lucas
Hopewell Health Centers, Inc.
9 Kenny Drive
Athens, Ohio 45701
740-589-5132
http://www.tcmhcs.org/index.htm
Counties served: Athens, Gallia, Guernsey, Hocking, Jackson, Lawrence, Meigs, Morgan, Muskingum, Noble, Perry, Pike, Ross, Scioto, Vinton, Washington

Huron County Board of Mental Health and Addiction Services
130 Shady Lane Drive, Building D
Norwalk, Ohio 44857
419-668-8649
http://www.huron.oh.networkofcare.org
Counties served: Huron

The Medina County ADAMHS Board
246 Northland Drive
Suite 100
Medina, OH 44256
330-723-9643
https://www.medinamentalhealth.com/
Counties served: Medina

Nationwide Children’s Hospital
4958 E. Main Street
Columbus, Ohio 43215
614-355-8080
http://www.nationwidechildrens.org/behavioral-health
Counties served: Clark, Coshocton, Crawford, Delaware, Fairfield, Fayette, Franklin, Hardin, Jefferson, Knox, Licking, Madison, Marion, Morrow, Pickaway, Union, Wyandot

Mercy St. Vincent Medical Center
2213 Cherry Street
Toledo, OH 43608
419-251-3232
https://www.mercy.com/locations/hospitals/toledo/mercy-health-st-vincent-medical-center
Counties served: Lucas

OhioGuidestone
434 Eastland Rd
Berea, OH 44017
440-234-2006
https://ohioguidestone.org/
Counties served: Cuyahoga
A Renewed Mind | Unison Health
5164 Monroe Street
Toledo, Ohio 43623
419-720-9247
http://www.arenewedmindservices.org/
Counties served: Lucas, Seneca, Sandusky

Samaritan Behavioral Health
601 Edwin C. Moses Blvd.
Elizabeth Place, 4th Floor
Dayton, Ohio 45417
http://sbhihelp.org/
Counties served: Montgomery County, perimeters of surrounding Greene, Warren and Preble

Solutions Community Counseling and Recovery Services Center
975 Kingsview Drive
Lebanon, OH 45036
513-228-780
http://www.solutionsccrc.org/
Counties served: Warren

Stark County Mental Health & Addiction Recovery
121 Cleveland Avenue SW
Canton, OH 44702
330-455-6644
https://starkmhar.org/
Counties served: Ashland, Belmont, Carroll, Harrison, Holmes, Jefferson, Monroe, Portage, Stark, Tuscarawas, Wayne

Starting Point
4600 Euclid Avenue, Suite 500
Cleveland, Ohio 44103
http://starting-point.org/
Counties served: Cuyahoga, Lorain, Summit

Unison Behavioral Health
1425 Starr Ave.
Toledo, Ohio 43613
419-693-0631
http://www.unisonhealth.org/
Counties served: Lucas, Seneca, Sandusky
Contact OhioMHAS Training Institute Administrative Staff

Valerie Alloy, Ph.D., IECMH Lead Administrator, OhioMHAS
Valerie.Alloy@mha.ohio.gov

Maureen Black, Ph.D., IECMH Workforce Development Consultant
Maureen.Black@mha.ohio.gov